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Annotations

This research article examines the effect of teacher and student gender on teacher-student interactions in regards to the impact this interaction has on student outcomes as measured by standardized test scores. Under the No Child Left Behind Act the use of standardized test to measure student achievement has taken the utmost priority, therefore it’s imperative that researchers better understand the effect of teacher-student interactions on standardized test performance. Researchers found that teachers interact differently with students of similar gender than they do with students of the opposite gender. The research definitely shows that teachers treat and perceive boys and girls differently. How does this differential treatment impact student performance on standardized exams? There’s no evidence to support the hypothesis that the interaction of student and teacher gender has an impact on test scores but that teacher and student gender are correlated with test outcomes. Male teachers may actually cause students to perform more poorly. It also found that regardless of teacher gender boys tend to perform less well than girls. Gender bias has little effect on standardized test scores.

Kreig, J M. (2005). Student gender and student gender: what is the impact on high stakes test scores. *Current Issues in Education*, *8*(9), 1-8.

This research article focuses on the gender gap in achievement levels between the boys and girls. The majority of arguments for single-sex schools and classrooms focus on the interaction among students but they also suggest placing students and teacher of the same gender together. The gender gap in achievement as children mature suggest that what occurs in the schools and classrooms may play an important role. Study suggest that in kindergarten the two genders perform similarly on tests of both reading and mathematics, but by third grade boys on average outperform girls in math and science while girls outperform the boys in reading. Between the ages of 9 and 13 the gender gap in science and reading doubles and the math gap increases by two-thirds. By the time they finish high school17 year old boys score 31 percent of the standard deviation below 17 year old girls, a deficit equal to one grade level. In classes headed by a woman boys are more likely to be seen as disruptive. When taught by a man, girls were more likely to report that they did not look forward to a subject or that it was not useful for their future. Research results indicated that learning from a teacher of the opposite gender has a detrimental effect on students’ academic progress and their engagement in school.

 Dee, T. (2006). The why chromosome. *Education Next*, *6*(4), 68-75.

This research article looks at the relationship between student achievement and teacher rewards and punishment. This research states that studies indicate that performance outcome is the main determinant of teacher rewards and punishment followed by degree of student effort. In other words students who are perceived as having expended the greatest effort are rewarded more in success and punished less in failure than students who do not try hard. According to (Weiner & Kukla, 1970) students of low ability who try hard tend to be rewarded more and punished less than their high ability counterparts. High effort exerted in the early grades (1, 2 and 4) by anyone regardless of their ability was assumed by the researchers to lead automatically to high outcome. That’s because younger children perceive high effort as evidence of high ability. As stated by a first grader, “smart people study, dumb ones don’t “, therefore anyone who studies must be bright. However by grade 11 and at the college level, outcome was perceived to be primarily a function of ability.

Harari, O., & Covington, M V. (1981). Reactions to achievement behavior from a teacher and student perspective: a developmental analysis. *American Educational Research Journal*, *18*(1), Retrieved from http://www.jstor.org/stable/1162527

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